R E P O R T R E S U M E S

ED 016 731 UD 005 128

TITLE I ESEA ANNUAL EVALUATION REPORT, FISCAL YEAR 1967.

COLORADO STATE DEPT. OF EDUCATION, DENVER

PUB DATE NOV 67

EDRS PRICE MF-$0.50 HC-$2.84 69P.

DESCRIPTORS- *FEDERAL PROGRAMS, *PROGRAM EVALUATION, *PROGRAM DESCRIPTIONS, *INNOVATION, *COMPENSATORY EDUCATION PROGRAMS, SCHOOL DISTRICTS, STATE AGENCIES, EDUCATIONAL OBJECTIVES, EDUCATIONAL NEEDS, TABLES (DATA), INTERAGENCY COORDINATION, PRIVATE SCHOOLS, DROPOUT RATE, HANDICAPPED CHILDREN, STUDENT ENROLLMENT, ESEA TITLE 1, COLORADO

THIS REPORT NOTES THAT ONE MAJOR OUTCOME OF COLORADO'S TITLE I PROJECTS HAS BEEN POSITIVE CHANGES IN THE ATTITUDE OF TEACHERS, ADMINISTRATORS, AND THE PUBLIC. ON LOCAL LEVELS TITLE I HAD HAD IMPORTANT EFFECTS ON STIMULATING DISTRICT-FINANCED LONG RANGE PROGRAMS, INTER-DISTRICT COOPERATION, AND MORE INDIVIDUALIZED ATTENTION TO CHILDREN. MORE GENERALLY, THE REPORT DESCRIBES THE STATE'S SERVICES TO THE LOCAL AGENCIES, THE MAJOR EDUCATIONAL NEEDS OF THE STATE, THE MOST PREVALENT PROJECT OBJECTIVES, THE RELATIONSHIP OF THE SEVERAL TITLES OF THE ACT, AND STAFF DEVELOPMENT AND UTILIZATION. IT ALSO DISCUSSES THE INVOLVEMENT OF NONPUBLIC SCHOOLS, PROGRAMS FOR THE HANDICAPPED, AND THE WAYS IN WHICH MAJOR PROBLEMS WERE RESOLVED. ONE SECTION CONTAINS TABULAR DATA ON VARIOUS ASPECTS OF TITLE I PROJECTS, AND ANOTHER PART DEALS WITH EXEMPLARY AND INNOVATIVE PROGRAMS IN READING DEVELOPMENT, LANGUAGE ARTS, MATHEMATICS, DEVELOPMENT PROGRAMS FOR UNDERACHIEVERS, AND ART. (NH)

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TITLE I ESEA

ANNUAL EVALUATION REPORT

FISCAL YEAR 1967

Prepared by

Division of Title I and P. L. 815-874
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COLORADO DEPARTMENT OF EDUCATION

Denver, Colorado

November, 1967

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Attachment #1

COLORADO

STATE SUMMARY OF TITLE I, ESEA

FISCAL YEAR 1967

Division of Title I and P. L. 815-874

Colorado Department of Education

1967

1. MAJOR ACHIEVEMENTS

One of the most significant and gratifying outcomes of the expenditures of Title I funds is the change in attitude of teachers, administrators, and in many cases, the general public.

The change in the public segment is directly proportional to its involvement and its understanding of programs. Dissemination of information becomes increasingly important at all levels to facilitate this understanding.

Where teachers have encouragement, understanding, proper equipment, and supplies, they react to the task of educating their children with a fresh, contagious attitude that reflects their attitudinal change and the way they approach their work.

Among the keys to successful programs in any particular school is the attitude of the administrator of that school. In this respect, evidence is apparent that principals are learning of the benefits to these children and the ideas and practices that may be of real value to all children. We are convinced that teachers and principals must be the key people and not a team of outsiders. This approach is continuing to bear fruit with our teachers and administrators.

The first concrete evidence furnished by the dropout statistics in Colorado showed that the LEA's were putting their efforts into the right schools.

There is some statistical evidence that the dropout rate is being slightly changed in these areas. It is too soon to generalize that Title I should take credit, or even that this change is a trend. However, there is also a statistically significant figure that shows the

dropout is held in school longer. This appears to be equally, if not more positively, attributable to programs of Title I. Again, it is too soon to make general statements, but the holding power statistics seem to be exceedingly significant.

The LEA's, though severely handicapped by funding limitations, are making sincere efforts at long range planning and the maintenance of program quality. This calls for considerable local financial support in many cases, as well as the involvement of state funds for special education programs. These efforts have the effect of inter-disciplinary planning and result in increased quality in programs.

A significant accomplishment Title I can take credit for in Colorado has been that many school people, for the first time, have begun to look at children as individuals. Many districts have set up procedures whereby each child considered educationally handicapped is staffed by a team composed of a psychologist, reading specialist, principal or teacher, and a social worker. The priority of needs to be attacked is then established and Title I programs planned according to these priorities.

Another ~~significant~~ accomplishment has been the establishment of cooperatives in several areas around the state. Many districts have been forced into a cooperative effort because of limited funds, but many have seen the possibilities that could result from a cooperative venture. Special services which they have not been able to provide are now possible because of the cooperatives. In many areas, the Title I cooperative has served as the impetus for broader involvement and cooperation. Most cooperatives have included such things as special education, guidance, remedial instruction and, over and above this, given attention to the causative factors that contribute to the educational deficiency.

2. DESCRIPTION OF ACTIVITIES AND METHODS

A. SEA Services to LEA's

The staff of the SEA has held various workshops around the state to facilitate programming under Title I. A large proportion of LEA's take advantage of consultants in our office to discuss their plans and programs.

An important development in Colorado is the movement toward district cooperation under Title I. In this manner several districts pool their funds and then look at the needs of a larger area, such as a county. By this approach, Title I staff working in cooperation with other SEA personnel have been able to render maximum service in planning projects.

By utilizing Title I funds several classes have been initiated on college and university campuses to train teachers and administrators to gain empathy toward the problems of these disadvantaged children, to explore better teaching techniques, and how to administer and evaluate programs. These classes not only serve LEA staff, but also orient our institutions of higher education to some of the problems of teacher training in related areas.

Project evaluation has greatest value when it is used to detect weakness in programs and not merely to fulfill Title I requirements. To this end we devote our greatest efforts without trying to minimize the various needs to evaluate Title I. Greater evaluative sophistication is needed. One of the shortcomings

early in the program was not allocating sufficient time, staff, or money to accomplish this task properly.

There continues to be a pressing need for a better way of disseminating information regarding Title I programs that are successfully meeting the needs of children. LEA's are doing a better job of informing their staffs and their communities. Dissemination is accomplished through staff visits to LEA's, regional meetings, and our publications. In this regard, LEA's are furnishing this office with increasing amounts of pertinent information about their programs that are exemplary in nature or scope and we in turn disseminate this information to other SEA's, LEA's, and USOE.

B. Most Pressing Educational Needs

1. Inadequate Command of English

In Colorado the majority of disadvantaged children are Spanish-surnamed. Their first language is Spanish, and many speak a conglomeration of English and Spanish. Objective and subjective testing show that in the language arts this ethnic group performs considerably below the norm.

Other disadvantaged children also show a deficiency in English mastery, but the Spanish-surnamed are more deficient in the mastery of English language skills because English is their second language.

2. Cognitive Development

The lack of proper reading materials in the homes of most disadvantaged children, as well as limited exposure

in cognitive experiences, contribute significantly to the lack of conceptual development. Another reported factor which impedes this development is the inadequate training of teachers working with disadvantaged children.

Many parents of disadvantaged children lack the knowledge, as well as the economic means, to effectively advise and motivate their children to remain in school.

Reports indicate that many schools are utilizing aides to reach parents. The aides have, in many instances, been able to properly orient parents in techniques which will enable them to motivate their children to remain in school and work to the limit of their capacity.

In Colorado the utilization of Title I funds for in-service education, institutes, seminars, and bulletins is improving teacher empathy, methodology, and techniques.

3. Relevant Curriculum

Because of many contributing factors, a disproportionate number of dropouts are disadvantaged children. There are indications, according to evaluative reports, that Title I programs are contributing to the holding power of the school. The trend is not overwhelming, but as programs become better geared to the needs of the children, and better trained school personnel become available, indications are that these programs will play a more significant role in enhancing the holding power of the school.

Reports indicate that programs designed to help the disadvantaged child to achieve must include more than the

remedial-type programs. Relevant curricula must be developed or modified if necessary, to allow the child to move comfortably and with confidence into other areas of study. The efforts of Title I programs need to be supplemented upon completion of the program, or on a parellel basis with the regular school curriculum. To relegate disadvantaged children exclusively to remediation is to defeat a major Title I educational objective. Remediation is but one step in assisting the child to catch up. The basic responsibility for providing a comprehensive education lies with the school.

Title I educational programs, then, are made available to districts to better improve educational opportunities.

4. Developing Teacher Empathy and Improvement of Teaching Methodology and Techniques

Most teachers involved in teaching disadvantaged children have indicated a desire for better orientation and intensive exposure to teaching techniques and methodology which will assist them in their teaching. Another factor which needs to become an integral part of teacher preparation is the development of empathy for and understanding of disadvantaged children. The development of empathy is a much more difficult task than the acquisition of teaching methodology and techniques, but it must be fostered in order to reach the disadvantaged child.

Universities and colleges offering teacher preparation should offer courses to acquaint prospective and experienced teachers with cultural differences, life styles, value

systems, and language handicaps that are common to the disadvantaged children.

In Colorado Spanish-surnamed and Negro children comprise the greatest number of disadvantaged children in Title I programs. They represent a real teaching challenge. To meet their educational needs will require better prepared and empathetic teachers, as well as specially designed programs.

Title I funds have been used for workshops and in-service training to better prepare teachers working in Title I programs.

5. Self-Concept

Nearly all reports reflect the need to help the disadvantaged child improve his self-concept. This indicates that the programs need to be carefully planned so that these children will receive adequate psychological services.

Prospective and experienced teachers working in Title I projects need in-depth exposure to teacher methodology and techniques, and to develop empathy for the plight of the disadvantaged child.

Title I funds need to be expended to supplement or to initiate in-service training programs for teachers and administrators.

The success of Title I programs will hinge on the ability of educators to enhance the self-image of the disadvantaged child.

C. Most Prevalent Project Objectives

Remedial programs in various subject fields that make use of new approaches and better materials are the most successful.

Health services are making changes in students. Local Educational Agencies are seeking and receiving the cooperation of other agencies such as the Public Health Department, the Welfare Department, Medical and Dental Associations, and service clubs.

In the area of social and cultural development many field trips and the use of resource people have been successful. Also, access to fine arts programs has raised the enjoyment level of children as well as broadening their horizons.

Even though some LEA's resist welfare activities, an increase in the amounts of such services is evident and the cooperation of community agencies is impressive.

Improving the reading skills of these children tops the list of Title I projects. This is understandable since more information is available in the reading area. Colorado received some guidance in this particular field and because of this the State Educational Agency urged program planners to go beyond the symptoms and to attack the causes. In our estimation, our reading projects have been most successful where LEA's gave attention to a wide range of needs beyond the mere improvement of reading skills. This emphasis has resulted in some rather unique programs that have tried to meet the basic needs of children, such as food services, home and school relationships, better and more guidance services

for these children, and in-service programs for teachers that work with the educationally deprived.

Many LEA's are looking at programs that focus on English as a second language and programs that orient teachers to the need of building on the culture from which children come. Programs that were built on the strengths of children were more numerous this past year.

The attitude of defeatism and lack of orientation to the deferred benefits of education are being attacked in programs. Field trips are used to view and study job opportunities and their requirements. Vocationally oriented programs are receiving the attention of LEA's both individually and collectively.

As programs are designed to better fit the needs of these children, retention in school is becoming an attainable goal. Some measurable progress is evident in the dropout statistics, particularly in the retention statistics.

Some approaches that seem to bear further study are remedial reading encompassing additional services to children and teachers, and speaking and listening programs for bi-lingual children.

The involvement of older students as assistants to work with pre-school and early elementary children has had dual effects. These students can assist and learn much about younger children. Also, for a period of time, these assistants are elevated to a teaching status and not only render a valuable service, but undergo a change in attitude toward themselves. This change results in the older students being more amenable to extra help

with their problems, and gives them a better attitude toward their schooling and their future.

Much work remains to be done in the area of individualizing instruction to better fit the needs of all children, and in particular Title I children. There are programs meeting these needs, and progress is evident. Projects for helping dropouts not only fulfill requirements for graduation, but to also attain a skill, have been developed in some areas. English as a second language and workshop experiences that better prepare teachers to understand, program for, and teach these children are all indications of real progress.

New and rewarding approaches to teaching arithmetic and mathematics by using some machines and using community resources are helping to bring these subjects alive for students.

D. Title I Activities and Those of Other Federal Programs

In remedial programs, Title I programs have been supplemented by Title II. In many instances Title I has provided staff and Title II materials and equipment. The instructional materials center concept has been another area in which effective cooperation has occurred between the two titles.

Most school districts, through the U. S. Department of Agriculture Food Program, were providing school lunches before the advent of Title I. However, Title I has been able to fill in the gap in extremely depressed areas. In many instances breakfast programs and midmorning snacks have been instituted in target area schools.

Community Action agencies have supplemented Title I programs by providing Head Start Programs, aides to assist remedial classes, and medical services.

Through the Neighborhood Youth Corps much assistance has been provided to Title I programs by the use of Neighborhood Youth Corps youths as aides and social workers. VISTA workers have also been used in this capacity.

Title V Welfare Administration programs have, in many communities, provided glasses, dental care, and other related services to Title I children.

Cooperation within divisions of the Colorado Department of Education has also had significant impact on Title I programs. More specifically, cooperative programs between the Special Education Department and Title I have become a pattern throughout the state. The Special Education Department provides approximately half the salary of the staff involved in programs for the educationally handicapped. This has released Title I funds for use in other areas.

The Elementary and Secondary Division has provided valuable services to Title I programs throughout the state by means of consultative services and in-service workshops.

E. Staff Development and Utilization

The staff necessary to carry out Title I programs in Colorado was selected and hired by the individual local education agencies and affected institutions. Both the Colorado Department of Education and local agencies did participate extensively in the

development and utilization of staff involved in Title I programs.

The in-service training of teachers, aides, administrators, and other personnel necessary for carrying out local Title I programs was carried on cooperatively by the local agencies involved and the Colorado Department of Education. Meetings were held in strategic places throughout the State of Colorado by the Colorado Department of Education, in order that the following objectives could be met:

1. That teachers and administrators responsible for local Title I programs would become acquainted with and oriented to the intent, purposes, and problems of providing educational programs for educationally disadvantaged children.
2. To point out to Title I staff personnel the community agencies and other resources that could be utilized in educational programs for disadvantaged children.
3. To indicate to school district authorities the desirability of carrying out in-service training at the district level for staff working in the disadvantaged program, and that the funds for this purpose should be budgeted by the district.

The recruitment of staff personnel for Title I programs was a problem of considerable consequence because of the shortage of remedial teachers and other qualified instructional personnel trained in the teaching of disadvantaged children. Recruitment of personnel involved contacts with colleges and universities,

teacher placement services, and in the case of aides and subprofessional personnel, utilization of adults from the economically disadvantaged group. Qualified people, either as teachers or aides, were recruited wherever possible from the minority groups involved, and in the case of persons who were to work with Spanish-surnamed youngsters, preference was given to those aides and teachers who could communicate with the Spanish-surnamed children in their own language. In the recruitment of staff, recommendations were secured as to possible employees from community agencies that had had considerable experience in dealing with disadvantaged children, youths, and adults.

Available staff personnel were utilized by the local school districts and institutions, as well as could be expected within the limitations of staff competencies, and most districts and institutions did an excellent job in this respect.

Some effort was made by the State Educational Agency to involve university and college consultants, as well as personnel from the U. S. Office of Education, in planning programs for disadvantaged children, but it is anticipated that greater use will be made of university and college consultants during the coming year.

Exploratory conferences were held with teacher training institutions to determine the feasibility of providing training for teachers who would teach in schools with a high impaction of educationally disadvantaged children. Particularly for

personnel in the Migrant Education Program, courses will be provided during the winter, spring, and summer of 1968, dealing with the understanding of the Spanish culture, teaching English as a second language, and the skills and methodology necessary to administer compensatory education programs. During the past year, several colleges and universities held conferences and workshops for teachers and administrators of compensatory education programs dealing with several aspects of instruction and administration.

F. Involvement of Non-Public School Children

Activities that have been most effective in involving non-public school children:

1. Cooperation between LEA's and non-public schools in Colorado has been most gratifying. With few exceptions the LEA's have made a concerted effort to include the non-public school people in the initial planning of the Title I projects and have given them an opportunity to participate in all phases of the program. Techniques used to insure participation of the non-public school children have included special meetings of the LEA and non-public school staffs and dissemination of information concerning the project through bulletins and guidelines developed at the local level.
2. Services that have been most commonly provided to the non-public school children include:
   a. Remedial personnel on a part or full-time basis working in the non-public school.

b. Remedial instruction at the public school on a shared-time basis or through after-school tutoring.

c. Health and psychological services.

d. Social work.

e. Social and cultural development activities such as field trips, recreation, arts and crafts, and music appreciation.

f. Participation in after-school study centers.

G. Programs Designed for Handicapped Children

1. One of the most pressing needs in many of the small LEA's in Colorado is the necessity to provide special services for handicapped children.

a. The CDE encouraged LEA's to form cooperatives using local, state and federal funds in order to provide some of these services.

b. The CDE Title I staff has provided consultative services to the LEA's for the formation of the cooperatives and has worked closely with the Special Education Division in establishing the special programs.

c. A workshop conducted at the Ridge Home and Training School for handicapped provided LEA personnel with some insight on techniques used in working with handicapped children.

2. Activities conducted by LEA's for handicapped children:

a. Establishment of special classes for mentally retarded

children in cooperation with the State Special Education Division.

b. Funding of speech correction teachers to work with children with speech handicaps.

c. Provided teachers, materials and equipment for home-bound instruction for physically handicapped children.

d. Encouraged LEA's to pay tuition for handicapped children for whom they could not provide special services so that they could attend classes in a school district where these services are available.

3. PROBLEMS RESOLVED

A. Major Problems in Colorado

1. Non-public school participation presented a problem in Colorado.

This problem was resolved by several meetings involving the administrators of all the schools concerned to discuss the guidelines and how they affected each district. Following the meetings those persons responsible for programming met and discussed their requirements and any limitations imposed by the guidelines as they saw them. The SEA was soon able to withdraw from the meetings and school people developed programs to fit the needs of non-public school children. We were fortunate in Colorado to have personnel who required only some guidance and counsel in working for the best interests of children in all the schools affected.

2. Establishing projects for school districts with limited funds and limited services.

During 1966-67 the SEA worked with a number of local school districts which were willing to consider the merits of a cooperative approach to their Title I projects. Four new Title I cooperatives were organized and are now functioning. Regardless of the size allocation, the cooperative approach promises more effective and efficient projects than would projects separately undertaken.

Currently there are four new cooperatives and one cooperative organized in 1965-66. The number of school districts in these cooperatives varies from a low of three to a high of six. In each case the cooperatives have been able to provide a greater variety of services to the children in the project area than was previously possible on a local basis.

One characteristic common to all newly organized cooperatives is that each member school district makes a local contribution based upon enrollment in the district. In four of the projects a full-time director administers the project under an administrative committee composed of superintendents of local member districts.

3. Relationships between Community Action Programs and Local Educational Agencies.

These problems were sometimes ironed out by meetings between the LEA's and the local CAP agency which were called

by the SEA. In a few cases we had the Coordinator, Office of Economic Opportunity, call a meeting that involved his office, the SEA, the LEA, and the local CAP agency. At these meetings we tried to point out the advantages of good liaison between agencies and compliance with the mandates included in the guidelines. These meetings gave all parties a chance to discuss mutual problems, and because there was a fine State level relationship, local relationships were greatly strengthened. In each case local agencies set up lines of communication and got problems resolved.

B. Improving Title I Programs in Colorado

The problem of funding continues to negate good program planning and hamper good budgetary procedures.

Practices and procedures relative to making appropriations for educational programs must be changed by Congress. The amount of funds available for a local project must be known by administrators prior to the date the LEA must submit its school budget for approval under Colorado law. Knowledge of the amount of funds available at an earlier date would permit longer-range planning and allow sufficient time for submission of projects to the SEA for approval.

All levels of government must work to inform Congress of this vital need for change.

Attachment #2

COLORADO

STATEWIDE TABULAR DATA

FISCAL YEAR 1967

Division of Title I and P. L. 815-874

Colorado Department of Education

1967

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DEFINITIONS RELATED TO THE REPORTING OF DROPOUT STATISTICS

(Division of Guidance Services)

1. MEMBERSHIP (M) is defined as the number of pupils belonging to a class or school. A student is counted as a member from the date he presents himself at the school and is placed on the current roll until he permanently leaves the class or school for one of the causes recognized as sufficient by the school system.
2. UNKNOWN (U) is a withdrawal for whom transfer or dropout status is unknown.
   a. Unless there is evidence to the contrary, any withdrawals from grades 10-12 for whom no transcript is requested by another school should be considered a dropout.
   b. Some pupils may withdraw too late in the school year (last month) for the school to receive a request for a transcript. In such cases the school personnel should use their judgment in identifying the pupil as a transfer or a dropout.
3. DROPOUT is a pupil who leaves a school, for any reason except death, before graduation (from grade 12) or completion of a program of studies without transferring to another school.

   Some specific interpretations of this definition can serve as guides to consistent use of the definition:
   a. Pupils who do not attend any school after the summer vacation are counted as dropouts from the grade they would have entered had they returned to school.
   b. Pupils who withdraw after completion of Special Education or

specialized training programs that culminate in less than twelve years of education are dropouts.

c. Pupils who are committed to mental or correctional institutions that do not maintain educational programs are dropouts. If the institution does maintain an education program, the pupil is a transfer.

d. Pupils who have prolonged absence due to health reasons and who are not on the school's membership list at the end of the school year are dropouts.

e. Pupils who transfer to educational programs recognized by the local district are not dropouts. This includes pupils who receive home or hospital instruction under the supervision of the school, those who enroll in private or parochial schools, and those who leave school for early admission to college.

f. Pupils who leave school and enter programs that do not normally lead to a high school diploma are dropouts. This includes pupils who enter private vocational school or the armed forces.

g. Pupils who receive any form of certificate (such as an attendance certificate) or other formal recognition at the end of the 12th grade level are not dropouts.

h. Pupils who are expelled or excluded from school, and who are not included in the school's membership at the end of the school year, are dropouts.

INTERPRETATION OF DROPOUT RATE CALCULATIONS

GRADE HOLDING POWER (H)

The grade holding power is the proportion of pupils held in school at one grade level. It can be used to identify the grade levels of highest and lowest proportion of dropout.

PROJECTED DROPOUT RATE (PD)

The projected dropout rate indicates the cumulative effect of dropout that occurred in one year. It is comparable to the results of longitudinal dropout studies and also comparable to national statistics which indicate the percentage of pupils who drop out. It answers the question, "What proportion of our pupils would be dropouts under the current holding power conditions?"

A <u>minimum</u> projected dropout rate is calculated by considering all unknown withdrawals as transfers.

A <u>maximum</u> projected dropout rate is calculated by considering all unknown withdrawals as dropouts.

The true dropout rate is between these minimum and maximum rates.

(When no unknowns are reported for grades 10-12, an <u>actual</u> dropout rate for grades 10-12 can be calculated. If any unknowns are reported for grades 10-12, no actual rate will appear on Colorado Department of Education calculation reports.)

EDUCATIONAL POTENTIAL RATE (E)

Educational potential rate is the percentage of total potential years of education that would be accomplished by pupils from the end of one grade level to the end of some subsequent grade level, under the holding power conditions that exist during one school year.

As an example - one hundred pupils entering a three-year school have a potential of 300 pupil-years of education. An educational potential rate of 90 percent indicates that 270 of the 300 pupil-years of education would be accomplished under existing holding power conditions. This rate has its primary use in the evaluation of experimental programs designed to increase holding power. If pupils are held in school longer before they drop out, the educational potential rate will change even if the dropout rate does not change.

ANNUAL DROPOUT RATE (A)

The annual dropout rate is the percentage of the total membership of a school or school district that dropped out in one year. This rate is a useful research tool, but it is important to note that it does not indicate the cumulative effect of dropout and it is not comparable to national dropout rate figures.

This rate can be figured for special groups of students, such as "ungraded" and Special Education.

A comprehensive explanation of the calculations including formulas and worksheets for making the calculations is available from the Division of Guidance Services in the publication, "Definitions and Calculations for Dropout Studies."

SEA Table I - 1964-65

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP RATES FOR TITLE I PROJECT SCHOOLS COMPARED WITH ALL OTHER PUBLIC SCHOOLS IN THE STATE

GRADE	1964 - 1965					
	Title I Schools				All Other Public Schools	
	ALL		1/3 or More Participants 1/			
	ADA	ADM	ADA	ADM	ADA	ADM
12th	7,553.1	8,756.3	887.4	943.8	25,994.9	27,845.3
11th	8,546.9	9,908.4	1,000.1	1,071.2	27,834.2	29,835.3
10th	8,745.7	9,908.	1,004.7	1,071.6	30,185.9	32,245.3
9th	14,708.7	17,051.6	1,695.6	1,861.9	31,177.3	33,153.3
8th	15,702.5	18,203.8	1,828.7	1,994.0	32,650.3	34,570.4
7th	16,100.0	18,664.6	1,885.4	2,038.2	34,085.1	35,972.1
6th	15,503.7	17,973.3	1,817.0	1,951.5	34,845.7	36,586.2
5th	15,901.3	17,973.3	1,850.9	1,963.9	36,099.0	37,901.6
4th	16,696.3	19,125.4	1,956.4	2,087.9	36,295.4	38,106.1
3rd	16,497.7	18,895.0	1,935.2	2,063.3	37,309.4	39,241.1
2nd	18,087.8	20,508.0	2,090.1	2,239.2	38,508.5	40,644.0
1st	19,677.8	22,812.2	2,288.8	2,486.9	40,158.9	42,825.1
Spec. Ed.	8,546.9	10,369.2	992.4	1,117.4	5,273.8	5,753.7
Kind.	16,497.6	20,277.5	1,925.5	2,195.2	32,487.3	35,579.4
Total Public School Enrollment	198,766.0	230,427.0	23,158.2	25,086.0	442,905.7	470,258.9

1/ Those Schools in which 1/3 or more of the student enrollment participated in Title I programs.

SEA Table 1 - 1965-66 (Cont.)

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP RATES FOR TITLE I PROJECT SCHOOLS COMPARED WITH ALL OTHER PUBLIC SCHOOLS IN THE STATE

GRADE	1965 - 1966					
	Title I Schools				All Other Public Schools	
	ALL		1/3 or More Participants 1/			
	ADA	ADM	ADA	ADM	ADA	ADM
12th	7,896.6	8,967.1	833.9	892.5	26,040.5	28,030.1
11th	7,896.6	8,495.2	815.2	868.7	28,370.8	30,470.2
10th	8,323.4	9,675.0	871.3	965.5	30,310.3	32,449.7
9th	17,073.7	19,586.2	1,782.8	1,980.9	33,024.8	35,162.5
8th	17,073.7	19,586.2	1,793.6	1,974.2	33,878.6	35,937.4
7th	17,713.9	19,822.2	1,843.9	1,993.3	35,229.0	37,186.4
6th	16,646.8	17,934.3	1,747.7	1,819.0	36,243.1	38,006.0
5th	17,287.1	18,406.3	1,795.7	1,861.0	36,461.6	38,205.2
4th	17,500.5	18,642.3	1,824.0	1,889.6	37,386.2	39,149.3
3rd	18,140.8	19,350.2	1,897.1	1,954.3	38,309.9	40,103.9
2nd	18,140.8	19,822.2	1,901.2	1,987.9	38,744.9	40,767.6
1st	20,701.8	22,417.9	2,149.6	2,266.4	40,924.7	43,455.4
Spec. Ed.	10,030.8	11,562.9	1,048.5	1,177.1	5,355.9	5,833.6
Kind.	18,994.5	21,710.0	1,988.9	2,197.9	33,806.4	36,830.2
Total Public School Enrollment	213,421.0	235,978.0	22,293.4	23,828.3	454,086.7	481,587.5

1/ Those schools in which 1/3 or more of the student enrollment participated in Title I programs.

SEA Table I - 1966-67 (Cont.)

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP RATES FOR TITLE I PROJECT SCHOOLS COMPARED WITH ALL OTHER PUBLIC SCHOOLS IN THE STATE

GRADE	1966 - 1967					
	Title I Schools				All Other Public Schools	
	ALL		1/3 or More Participants 1/			
	ADA	ADM	ADA	ADM	ADA	ADM
12th	8,267.0	8,654.1	759.0	809.8	26,427.8	28,456.8
11th	8,739.4	9,417.7	813.7	872.5	28,622.9	30,752.4
10th	9,684.2	10,435.9	905.0	970.6	32,326.7	34,559.6
9th	18,896.0	21,126.2	1,761.5	1,963.7	34,226.7	36,448.8
8th	18,659.7	20,619.2	1,736.1	1,924.3	34,908.4	36,977.8
7th	19,840.7	21,380.8	1,831.7	1,994.3	36,499.8	38,489.5
6th	18,423.5	19,599.1	1,708.3	1,824.4	36,720.9	38,400.3
5th	18,659.7	19,599.1	1,720.6	1,835.3	37,426.5	39,123.9
4th	19,132.0	20,362.6	1,780.0	1,891.8	38,316.4	40,028.6
3rd	19,604.5	20,362.6	1,811.9	1,903.9	38,666.6	40,405.2
2nd	19,840.7	21,126.2	1,849.9	1,984.9	39,607.2	41,541.6
1st	23,619.9	25,453.3	2,192.8	2,379.6	41,829.0	44,254.8
Spec. Ed.	11,101.4	12,217.6	1,029.2	1,137.9	6,210.3	6,355.2
Kind.	21,730.3	24,180.6	2,012.4	2,265.3	34,632.1	37,524.4
Total Public School Enrollment	236,199.0	254,533.0	21,912.1	23,758.3	466,420.8	493,319.0

1/ Those schools in which 1/3 or more of the student enrollment participated in Title I programs.

SEA Table II

DROPOUT RATES (HOLDING POWER) FOR 23 TITLE I PROJECT SCHOOLS COMPARED WITH 19 NON-TITLE I PUBLIC SCHOOLS IN THE STATE

	1965-1966		1966-1967	
Grade	Title I School	Non-Title I School	Title I School	Non-Title I School
12	.893	.929	.891	.926
11	.868	.933	.868	.933
10	.877	.951	.888	.954
(Lower grade levels, if appropriate)				
No. of Schools c	23	19	23	19
Total No. Students d	23,069	24,475	23,502	25,779
No. of Dropouts e	3,181	1,585	3,140	1,690

SEA Table III

LISTING OF TITLE I AND NON-TITLE I SCHOOLS INCLUDED IN TABLES II AND IV

Title I		Non-Title I	
Code No.		Code No.	
42760	Erie Jr. Sr. High	35282	Longmont Sr. High
45368	Lyons Jr. Sr. High	31070	Broomfield Sr. High
30924	Boulder Sr. High	32892	Fairview Sr. High
44878	Lafayette Jr. Sr. High	33614	Greeley West Sr. High
45306	Louisville Jr. Sr. High	63966	Highland Sr. High
46212	Nederland Jr. Sr. High	34326	Iver C. Ranum Sr. High
33610	Greeley Central Sr. High	60298	Arapahoe Sr. High
35542	Mapleton Sr. High	30010	Abraham Lincoln Sr. High
39466	Westminster Sr. High	33378	George Washington Sr. High
35224	Littleton Sr. High	38086	South Sr. High
32398	East Sr. High	44444	John F. Kennedy Jr. Sr. High
35488	Manual Sr. High	48822	Thomas Jefferson Jr. Sr. High
36314	North Sr. High	30378	Arvada West Sr. High
39408	West Sr. High	34942	Lakewood Sr. High
30108	Alameda Sr. High	39510	Wheat Ridge Sr. High
30370	Arvada Sr. High	40664	Bear Creek Jr. Sr. High
32836	Evergreen Sr. High	35948	Mitchell Sr. High
33502	Golden Sr. High	39298	Wasson Sr. High
34422	Jefferson Sr. High	38082	South Sr. High, Pueblo
31402	Centennial Sr. High		
30454	Central Sr. High		
32394	East Sr. High		
36680	Palmer Sr. High		

SEA TABLE IV- 63-64

TABLE IV
STUDENTS IN TITLE I PROJECT HIGH SCHOOLS
CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH STATE NORM

1963-1964			
	Title I Schools		All Other Public Schools
	All	1/3 or more Participants 1/	
Total Number of Graduates [a]	5,998	2,999	21,914
Number of Schools [b]	136	45	227
Mean Size of Graduating Class [c]	44	66	96
Number of Pupils Continuing Education 2/ [d]	5,758	2,879	20,272

1/ Those schools in which 1/3 or more of the students participated in Title I Programs

2/ A student is considered to continue his education if he enters one of the following, on either a full or part-time basis: Post Graduate High School course, Junior College, College or University, Vocational, Commercial or Technical Institute, or Nursing School

a. Based on data collected by CDE on Forms RS-107 and RS-128 during period 1964-1967 inclusive
b. Secondary schools comprise any span of grades beginning after elementary school and ending with grade 12 inclusive
c. Quotient of the total graduates divided by number of schools
d. Gross estimate of the projected dropout rate based on the number of graduates and the state average for the past three years. Continuing education is broadly conceived to include all vocational and professional pursuits

SEA TABLE IV- 64-65 (Cont.)

TABLE IV.
STUDENTS IN TITLE I PROJECT HIGH SCHOOLS
CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH STATE NORM

1964-1965			
	Title I Schools		
	All	1/3 or More Participants 1/	All Other Public Schools
Total Number of Graduates [a]	7,265	3,633	26,749
Number of Schools [b]	136	45	230
Mean Size of Graduating Class [c]	53	80	116
Number of Pupils Continuing Education 2/ [d]	6,974	3,488	24,876

1/ Those schools in which 1/3 or more of the students participated in Title I Programs

2/ A student is considered to continue his education if he enters one of the following, on either a full or part-time basis: Post Graduate High School course, Junior College, College or University, Vocational, Commercial or Technical Institute, or Nursing School

a. Based on data collected by CDE on Forms RS-107 and RS-128 during period 1964-1967 inclusive
b. Secondary schools comprise any span of grades beginning after elementary school and ending with grade 12 inclusive
c. Quotient of the total graduates divided by number of schools
d. Gross estimate of the projected dropout rate based on the number of graduates and the state average for the past three years. Continuing education is broadly conceived to include all vocational and professional pursuit

SEA TABLE IV 65-66 (Cont.)

TABLE IV.
STUDENTS IN TITLE I PROJECT HIGH SCHOOLS
CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH STATE NORM

1965-1966			
	Title I Schools		All Other Public Schools
	All	1/3 or More Participants 1/	
Total Number of Graduates [a]	7,369	2,685	26,281
Number of Schools [b]	136	45	233
Mean Size of Graduating Class [c]	54	59	113
Number of Pupils Continuing Education 2/ [d]	7,074	2,578	24,193

1/ Those schools in which 1/3 or more of the students participated in Title I Programs

2/ A student is considered to continue his education if he enters one of the following, on either a full or part-time basis: Post Graduate High School course, Junior College, College or University, Vocational, Commercial or Technical Institute, or Nursing School

a. Based on data collected by CDE on Forms RS-107 and RS-128 during period 1964-1967 inclusive
b. Secondary schools comprise any span of grades beginning after elementary school and ending with grade 12 inclusive
c. Quotient of the total graduates divided by number of schools
d. Gross estimate of the projected dropout rate based on the number of graduates and the state average for the past three years. Continuing education is broadly conceived to include all vocational and professional pursuits

SEA TABLE IV - 66-67 (Cont.)

TABLE IV
STUDENTS IN TITLE I PROJECT HIGH SCHOOLS
CONTINUING EDUCATION BEYOND HIGH SCHOOL COMPARED WITH STATE NORM

1966-1967			
	Title I Schools		All Other Public Schools
	All	1/3 or More Participants	
Total Number of Graduates [a]	7,469	3,735	26,831
Number of Schools [b]	136	45	237
Mean Size of Graduating Class [c]	54	83	113
Number of Pupils Continuing Education 2/ [d]	7,170	3,586	24,678

1/ Those schools in which 1/3 or more of the students participated in Title I Programs

2/ A student is considered to continue his education if he enters one of the following, on either a full or part-time basis: Post Graduate High School course, Junior College, College or University, Vocational, Commercial or Technical Institute, or Nursing School

a. Based on data collected by CDE on Forms RS-107 and RS-128 during period 1964-1967 inclusive
b. Secondary schools comprise any span of grades beginning after elementary school and ending with grade 12 inclusive
c. Quotient of the total graduates divided by number of schools
d. Gross estimate of the projected dropout rate based on the number of graduates and the state average for the past three years. Continuing education is broadly conceived to include all vocational and professional pursuits

SEA Table V

Number of Pupils in Specific Instructional and Service Programs During FY 1966-67: Some Pupils May Be Counted More Than Once

Programs	Number of Pupils
I. Instructional Areas	
A. Reading Instruction.	30,397
B. Language Arts.	14,181
C. Arithmetic	10,517
D. Social Studies	1,116
E. Science.	5,509
F. Vocational Education	2,442
G. Special Education.	1,392
II. Service Areas	
A. Health	21,017
B. Guidance	16,751
C. Food	7,030
D. Social Work.	4,601
E. Psychological.	4,413
F. Attendance	4,065
III. Co-Curricular Areas	
A. Field Trips.	9,972
B. After School Study	8,788
C. Recreation	6,969
D. Out-door Education	677

SEA Table V - (cont.)

Number of Pupils in Specific Instructional and Service Programs During FY 1966-67: Some Pupils May Be Counted More Than Once

Programs	Number of Pupils
IV. Special Areas	
A. Programs for Parents	1,689
B. Dropouts	1,554
C. Pilot Studies.	1,505
D. Cultural Enrichment.	1,228
E. Library Studies.	1,185
F. Physical Fitness	1,109
G. Arts and Crafts.	1,078
H. Work-Study	902
I. Speech Therapy	790
J. Summer School.	627
K. Music.	338
L. Home Visits.	224
M. Tutoring	191
N. Drama.	45

SEA Table VI

Number of Pupils by Grade, Public and Private, in 145 Projects During FY 1966-67

Grade	Number of Public School Children (A)	Number of Private School Children (B)	Number of Children Not Enrolled in Any School (Pre-Kindergarten, Kindergarten, Dropouts, etc.) (C)	Total (D)	Grade
Pre-kdgn.	10 *	5 *	815 *	830	Pre-kdgn.
Kindergarten	1,027 *	16 *	57 *	1,100	Kindergarten
1	3,919	249	5	4,173	1
2	4,397	307	3	4,707	2
3	4,731	373	4	5,108	3
4	4,818	522	5	5,345	4
5	4,939	392	6	5,337	5
6	4,782	430	49	5,261	6
7	4,200	222	5	4,427	7
8	3,708	307	4	4,019	8
9	3,481	106	2	3,229	9
10	3,449	81	4	3,534	10
11	2,727	90	6	2,823	11
12	2158	131	4	2,293	12
Ungraded Elementary	595	20	6	621	Ungraded Elementary
Ungraded Secondary	70	11	0	81	Ungraded Secondary
TOTALS	49,011	3,262	976	53,249	

* Pre-kindergarten and kindergarten children should be recorded in Columns (A) or (B) if they were enrolled in school before the Title I program was implemented, or in Column (C) if they are new enrollees.

Attachment 3

C O L O R A D O

EXEMPLARY AND INNOVATIVE TITLE I PROJECTS

Fiscal Year 1967

Division of Title I and P.L. 815-874
Colorado Department of Education
Denver, Colorado
1967

EXEMPLARY AND INNOVATIVE TITLE I PROJECTS

The purpose of the anecdotes and profiles attached to this statement is to provide descriptive summaries of fourteen Title I projects, FY 1966-67, which appear to qualify as either exemplary or innovative in nature. There is no pretense that the selected projects are outstanding examples of program success when viewed against the backdrop of similar programs across the nation. However, in terms of meeting the needs of pupils for whom the projects were designed, they represent a frontal attack on local tradition and a degree of professional competency which is usually associated with program success.

Reading Instruction

Programs in reading instruction are significant components in over 75 percent of all projects approved in FY 1966-67. The range of such programs extends from the highly organized and successful curriculum of the Reading Service Center at Fort Collins, Colorado (Larimer County R-1), to the less structured but equally successful Remedial Reading Program at Merino, Colorado (Logan County Re-4J). Factors common to both programs are attempts to find specific means for identifying poor readers, pinpointing deficiencies, and providing individual reading instruction.

Both programs have found particular instructional activities and services to be effective in raising pupil attainment and achievement. These include:

1. Individual attention, recognition, and notation of individual progress. These relatively simple techniques seem to produce enthusiastic students.

2. An extended time period (day, week, or school year) to work with secondary students is deemed desirable.
3. Small group instruction, microteaching, and individual tutoring are promising instructional arrangements.
4. In-service programs and demonstrations of reading equipment for teachers serve at least two major purposes: (a) improving skills in programed instruction; and (b) dissemination of information on the operation of the compensatory reading program.

For the next few years it seems that a reading center concept, either as a school district operation or as a cooperative establishment among adjacent school districts, is a practical method for coping with problems of many kinds; viz., high-interest, low-intensity materials; equipment needs; and innovative approaches to teaching reading.

Profile No. 1

Project Title: A PROJECT TO PROVIDE COMPREHENSIVE AND INTENSIVE READING SERVICE FOR EDUCATIONALLY DEPRIVED PUPILS

Brief Description: (Highlight unique or outstanding features.) See attached sheet.

Project Objectives: See attached sheet.

Project Dates: October 1, 1966, through August 31, 1967

Cost of Project: $56,597

Cost per Child: Actively: $200 (56,597 - 283 = 200)

Number of Children Participating: (Indicate grade levels and public or nonpublic school enrollment)

Grades K-6.....	1722	400 nonpublic pupils (18 tested individually, all loaned materials and received consultive assistance, but no active teaching.)
Grades 7-9.....	1474	
Grades 10-12....	1021	
Total:	4217	283 students received actual teaching.

Project Staff:

Testing and Teaching Director	1
Traveling Remedial Reading Teachers--Elementary	2
Traveling Remedial Teacher --Secondary	1
Part-time Traveling Remedial Reading Teacher --Secondary	1

Brief Description of Evaluation Techniques:

Utilization of group-derived scores from standardized tests, individually derived scores from standardized tests, teacher opinion, parent opinion, teacher-made tests, comparison of pretest and post-test scores, recalculation of "Estimated Reading Grade" (ERG). See attached "teacher opinion" sheet.

Evaluation Data and Results:

In what ways is this project effective? See attached sheets.

What mixture of instructional activities and services has been found particularly effective in raising pupil attainment and achievement? See attached sheet.

Would you recommend it for statewide dissemination? See attached sheet.

Profile No. 1 (Cont.)

Attach pertinent anecdotal materials, pictures, slides, recordings, and any specific comments on program from teachers, students, and others.

LEA Contact for further information:

Name: Marie Huey

Title: Director, Reading Services Center

Address: 418 South Howes; Fort Collins, Colorado 80521

Phone: 303-484-3462

Brief Description:

The Reading Services Center of the Poudre R-1 School District was established through a federal grant to work with special reading programs for kindergarten through grade 12.

The Center opened on April 1, 1966. Various activities were carried out from the Center. Among them were the following:

1. Reading materials and equipment were purchased, marked, and distributed.

2. A testing program was put under way in order to find which students needed special reading instruction.

3. Remedial reading classrooms were set up in seven elementary schools, four junior high schools, and one senior high school (schools designated under the Title I program).

4. Remedial reading teachers were hired and began their teaching assignments in September, 1966.

5. The Center has sponsored a number of in-service training programs to familiarize teachers with reading materials and equipment and the functions of the program.

6. Parochial schools utilized diagnostic services and materials.

The Reading Services Center has now been in operation for approximately one year and five months. Dozens of children have been screened for reading problems or deficiencies of some type. It is the aim for the coming school year of 1967-68 to concentrate most heavily on approximately 270 students who seem to be urgently in need of additional reading instruction. This direct instruction will be given on an individual basis or in very small groups, not to exceed five or six per group.

Project Objectives:

Objective #1. To provide diagnostic services to pupils with reading problems, for teacher utilization.

Objective #2. To seek the cause of reading problems and attempt to eliminate the cause.

Objective #3. To provide special procedures, materials, and ancillary services as needed for serious reading problems.

Objective #4. To improve general reading instruction through the provision of in-service training for teachers.

Objective #5. To improve the variety, availability, and quality of reading materials.

Objective #6. To improve general academic achievement with educationally disadvantaged students through the improvement of reading.

In What Ways Is the Project Effective?

1. The project has provided objective, specific means for finding the poorest readers, pinpointing deficiencies, and making recommendations for remedial instruction.

2. The project has provided direct teaching to students who had reading problems. This teaching is in addition to the regular classroom instruction. The project has also provided guidance when other problems were present.

3. The project's emphasis on reading, the wonderful materials and equipment made possible because of the project--all have generated a new enthusiasm in students to learn to read better. The equipment has been especially effective in providing motivation for slow readers--it represents a new approach.

4. The evaluation of student improvement last November (1966) showed an overall mean change of 1.71. Inasmuch as the evaluation is now some months old, it is hopeful that the next appraisal will show an even larger gain.

   It might be of some interest to evaluators of the Title I program in the Poudre R1 School District to be aware of the following information: A thesis is now being completed for a master's degree in which certain segments of test results acquired on Title I remedial reading students at the secondary level were used. Two null hypotheses were stated in this study to the effect that 1) no improvement would be shown, and 2) that each student would not exceed his past average yearly progress. (It was thought that the remedial reading instructional periods had been too short.) Both of the null hypotheses are being rejected as a result of processing of the data. The arithmetic means are showing not only progress in reading proficienty, but also that greater progress per pupil was made in the school year 1966-67 than in prior years.

5. Two small research studies carried out in the school year 1966-67 in elementary classrooms gave guidance for the general reading program in Title I schools. Copies of these studies will be included in the Autumn, 1967, evaluation. Briefly, one study showed that the use in grade 1 of the PHONETIC KEYS TO READING published by the Economy Company gave effective results on word perception. This study is being continued in 1967-68 in the hope of getting better equated groups in the experimental and control groups.

   The other classroom research study showed that an

In What Ways Is the Project Effective? (Cont.)

Individualized basal approach to reading instruction was more effective than simply a basal approach. This study was carried out at grade level 5.

A new study is planned for the coming year on the Hay-Wingo program, READING WITH PHONICS.

Research on the foregoing materials is done, not to replace a basal reader approach, but to find a supplement to the basal approach when it is found that students are unable to learn how to read with the more traditional materials. It is the opinion of the Director of the Reading Center that in a school district the size of Poudre R1 small-scale, somewhat continuous research can be undertaken on several reading programs. On the basis of objectively derived results, recommendations can be made for further use or discontinued use of the materials in the school system.

What Mix of Instructional Activities and Services Has Been Found Particularly Effective in Raising Pupil Attainment and Achievement?

1. Individual attention, individual recognition, notation of individual progress--all of these simple techniques seem to produce an enthusiastic student. Individual attention is frequently impossible in large classrooms.

2. A longer period of time in which to work with the student at the secondary level would be highly desirable. Efforts have been made to adjust this particular scheduling problem for the coming school year.

3. Working with very small groups (up to six students), or on an individual basis seems to be much more effective than large-group work.

4. Good physical facilities naturally promote more enthusiasm and general efficiency. Adequate space, lighting, ventilation, etc., play a part in effectiveness of instruction. It would seem that having remedial reading classrooms set up in the various schools is an efficient way to handling children who have not learned to read under regular classroom procedures. It would seem that remedial reading is important at any grade level, but especially so in elementary and seventh grade. Seventh graders are usually receptive to additional reading instruction, inasmuch as they have just finished elementary school where daily reading instruction was expected.

5. In-service demonstrations of equipment and materials seem to be effective. Please find enclosed a booklet on reading projectors which the Reading Center has reprinted three times in 1966-67. A three-day workshop was scheduled early last October, 1966. Since that time the booklet has had continuous distribution.

6. The service of individually testing students having pronounced reading disabilities has proved to be a good service. The test results show the weakness in the child's reading. The combined figures on many tests tend to show strengths and weaknesses in the school's reading curriculum.

Would You Recommend It for Statewide Dissemination?

Yes. The Director of the Reading Center has felt for some time that, insofar as possible, reading problems should be dealt with in the school where the child regularly attends. This would necessitate the establishment of a small-room remedial reading setup which has special materials and equipment for the remedial reading program.

Plans should be provided for individual testing of severe reading problems, either from the Director of the Reading Center, or by the remedial reading teachers.

For the next few years, at least, it would also seem that a reading center is a practical approach to coping with the problem of many kinds of reading materials, equipment, and approaches to the teaching of reading. In such a center, the materials can be acquired, reviewed, and evaluated. Reading research can also be evaluated. In view of the fact that there is a great deal of material being produced on reading today, it might seem wise to maintain a center which would emphasize that subject. In years to come it might be found that teacher training institutions will do such a good job of training teachers to teach reading, and that so much will be known about the teaching of reading that a special reading center would not be necessary. For the present, however, it would seem to be one approach to the perpetual problem of teaching students to read.

Profile No. 2

TITLE I
REMEDIAL READING PROJECT

Stratton Elementary School
1966-67

A special Remedial Reading Project for both public and private school students was reinitiated at Stratton Elementary School, having been conducted in the fall semester of 1966. Funds were supplied from Title I of the Elementary and Secondary Education Act of 1965.

The remedial reading program was initiated for the educationally deprived students of the Stratton Elementary School and the St. Charles Elementary School. The belief was that only through individual attention can reading deficiencies be properly remedied.

In order to implement the project, two specially trained reading aides (with experience in in-service, preservice, and college workshops) were hired to provide staff necessary for the individualization. These aides worked under the direction of those teachers who assigned students to the reading laboratory. Each teacher identified students in need by standardized testing and individual observation. The students' individual needs were discussed prior to each session, and steps taken to correct deficiencies.

In total, thirty-two public and twenty-two private school students participated, each deriving various degrees of success, but each showing benefit essential to the continuation of the project.

Various types of reading machines and aides were employed to enable the teachers and aides to approach each child more successfully. The E.D.L. readers, Phonics Films programed reading booklets, statistascopes, shadowscopes, filmstrip and slide projectors, movie projectors, etc., were used for individualization.

Class Time for Grade Levels

Grade 1:	30 minutes five days per week
2:	30 minutes five days per week
3:	30 minutes five days per week
4:	30 minutes five days per week
5-1:	45 minutes three days per week
2:	45 minutes two days per week

Profile No. 2 (Cont.)

6-1: 40 minutes three days per week
2: 40 minutes two days per week
7: 40 minutes two days per week
8-1: 35 minutes three days per week
2: 35 minutes two days per week

We feel the student assigned to a smaller reading class is given more individual assistance in reading skills where improvement is needed. This daily scheduled reading time has helped the student to increase his vocabulary and improve his understanding of what he reads. We encouraged the students to select extra reading material for purely recreational reading. We asked that they read material that they could read with ease, enjoy, and understand. Some reported doing this. One pupil in particular told that he had never checked out a book from the library, but during the second semester he had read a book each week. We feel sure that these were simple storybooks, but at least the interest was high and we are encouraged by his desire to read now.

In our reading program our aim was that of developmental reading, using three major skills of vocabulary, comprehension, and speed. With few exceptions, the students have an average intelligence, but are reading a grade or more below the potential. Here in the special classes this is taken into consideration.

We place this student in classes where the reading he must do is within his power, yet difficult enough to keep stretching his mind for learning. We found that with some students it was better to let them choose their stories, as motivation arises from the student's interest. For pupils who do like to read, we felt this might help to build up their interest.

Some of the habits we observed in the lab were:

1. Poor reading background
2. Finger pointing
3. Repetition of words
4. Omission of sounds in reading
5. Reversals in eye movements (transposition: saw-was)
6. Addition of sounds (sack-stack)
7. Poor vocabulary (especially in upper grades), and writing

Materials and Helps to Modify the Above Habits

1. Build up interest and attention
2. Sliders for lines instead of word pointing, gradually removing the sliders

3. E.D.L.machines excellent for correcting repetition of words
4. Practice in word attack
5. Oral and written vocabulary
6. Letter and word reversals
7. General improvement of reading habits. Several of our students used the phonics workbooks. We found that these books gave good instruction and practice for the major word recognition skills, and it helped the students who need more training to help in their reading. This material included:

   A. Consonants and consonant blends
   B. Long and short vowel sounds
   C. Principle of the final "e"
   D. Digraphs and diphthongs
   E. Prefixes and suffixes
   F. Beginning and ending sounds of words
   G. Diagnostic listening
   H. Sight vocabulary tests
   I. Sound symbol cards

   The workbooks used were Lyons and Carnahan Phonics in 6 Series.

Controlled Reading

The controlled reader, with its directional control and variable speed range, has produced impressive gains in reading performance with many of our students. This discourages the rereading and habitual regressions that slow down thinking and decrease comprehension. The films on all grade levels allow each student to start at his own success level and proceed at his own rate. We felt this is one of the best tools we have. Most of the stories read were not at the students' grade level, but in many cases they increased their speed along with good comprehension throughout the year. In some cases wherein they began two levels below their grade placement, they gained one level.

Filmstrips

We used a series of curriculum correlated filmstrips designed to develop word recognition skills. These also helped pupils to advance and comprehend at their own rate of speed. The first half of the filmstrip told a story with pictures and captions. The second half repeated the pictures without captions, allowing the children to tell the story in their own words. This was a test of their ability to observe and recall.

Profile No. 3

Project Title: REMEDIAL READING PROGRAM

Brief Description: (Highlight unique or outstanding features)

Funds from Title I made it possible to secure remedial reading laboratory equipment. The reading laboratory equipment helped: 1) to enable the teacher to give more individual instruction to each child; 2) to increase the student's speed and accuracy in reading; 3) to enable the student to become less reliant on the teacher when reading.

Project Objectives:

1. To improve the student's ability to read;
2. To change, in a positive direction, the student's attitude toward school and education;
3. To improve the average daily attendance;
4. To improve the student's emotional and social stability.

Project Dates: August 29, 1966, through May 19, 1967

Cost of Project: $4,339.06

Cost per Child: $127.62

Number of Children Participating: (Indicate grade levels and public or nonpublic school enrollment)

All are public school students.

Grade	Enrollment
1	6
2	3
3	5
4	2
5	4
6	5
7	4
8	4
9	0
10	0
11	1
12	0

Project Staff: One remedial reading instructor

Profile No. 3 (Cont.)

Brief Description of Evaluation Techniques:

We used standardized achievement tests on both a pre- and post-test basis. Subject grades, teacher-made tests, and teacher opinions are also used as measures of educational achievement.

Evaluation Data and Results:

In what ways is this project effective?

The elementary teachers are enthusiastic over the results achieved with most of those participating. Some were given the opportunity to earn money to help defray the cost of school lunches, school fees, pep club uniforms, etc. In at least one case this has meant the difference between staying in school or becoming a dropout.

What mix of instructional activities and services has been found particularly effective in raising pupil attainment and achievement?

I believe this is covered in the comments made following the prior question. These students have more interest in the academic areas when they have the opportunity to work and earn money, so that it is possible for them to have some of the advantages that students have who come from moderate income families.

Would you recommend it for statewide dissemination?

Yes.

Attach pertinent anecdotal materials, pictures, slides, recordings, and any specific comments on program from teachers, students, and others.

School is not in session and it would be difficult to obtain any of the above at this time.

LEA Contact for further information:

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Language Arts

A language arts project was conducted at the Eastlake, Colorado School District (Adams County 12), with the following objectives:

1. To improve performance in language arts (speaking, reading, listening) as measured by standardized instruments;

2. To improve attitude toward school;

3. To improve the pupil's self-image;

4. To increase the pupil's expectations of success in school.

The project features individualized instruction given by specially trained teachers who work in small groups. An itinerant teacher travels among the target area schools, demonstrating, conducting classes, and working with children considered to be culturally deprived. An instructional media specialist improves audiovisual and multimedia techniques by providing extensive in-service training for Title I teachers.

A unique feature of the program is the elimination of letter grades, the typical pupil evaluation symbol. This appears to have removed some degree of pupil anxiety and fear attached to the letter grading system, and fostered a feeling of success. Removing the threat of competition, felt by some to reflect teacher characteristics as well as pupil achievement, permitted students to develop their self-image.

An opportunity was provided for pupils in grades 1-8 to discuss their problems and accomplishments. Their attitude toward school was noticeably improved. While the early evidence at this

time is incomplete, the positive change in attitude toward school (objective #2) is associated with heightened expectation of success in school (objective #4).

Profile No. 4

Project Title: A PROPOSAL FOR IMPROVEMENT OF THE LANGUAGE ARTS AND MATHEMATICS SKILLS OF THE EDUCATIONALLY DISADVANTAGED PUPILS

Brief Description: (Highlight unique or outstanding features)

This project features individualized learning through special teachers in small group sessions of arithmetic and language arts in addition to the regular program of education. An itinerant teacher is planned for the educationally handicapped. Special art sessions are provided to the educationally disadvantaged as an enlargement of cultural adequacies and a means of expression. Instructional media specialists enlarge upon library techniques, usage, and background information.

Project Objectives:

1. To improve performance in language arts and arithmetic as measured by standardized achievement tests;
2. To change, in a positive manner, the attitudes toward school and education;
3. To improve the children's self-image;
4. To increase their expectations of success in school.

Project Dates: September, 1966, through August 31, 1967

Cost of Project: $31,152

Cost per Child: $144.89

Number of Children Participating: (Indicate grade levels and public or nonpublic school enrollment)

Grade	Enrollment	
	Public	Private
1	31	
2	27	
3	43	

Profile No. 4 (Cont.)

Grade	Enrollment Public	Private
4	45	
5	30	
6	19	10
7		6
8		4

Project Staff: Five remedial reading and arithmetic teachers
Three instructional media specialists

Brief Description of Evaluation Techniques:

Pre- and poststandardized tests
Teacher-constructed tests
Self-evaluation by students
Subjective teacher evaluation
Pre- and postanalysis of anecdotal, attendance, and student cumulative records
Parent and student conferences
Written reports by staff members and participants

Evaluation Data and Results:

In what ways is this project effective?

Small group or individualized learning situation, elimination of letter grades, and special opportunities for the children who were considered to be underachievers or educationally disadvantaged seemed to give these students a feeling of success, a better self-image, and an opportunity to discuss problems and accomplishments. It also helped them to realize the intrinsic values of education. Art sessions with the art specialist gave them opportunities for self-expression and creativity.

What mix of instructional activities and services has been found particularly effective in raising pupil attainment and achievement?

1. Programed reading activities
2. Audiotaped listening activities
3. Puppet shows, radio shows, plays, and dramatizations
4. Use of concrete objects
5. Working in pairs
6. Self-progress achievement charts and graphs
7. Art sessions for self-expression and creative development

Would you recommend it for statewide dissemination?

Most of the instructional activities and services above are used in some form by good teachers throughout the state. The instructional media specialist in art may be unique to the Title I areas and his activities and accomplishments may be worthy of statewide dissemination.

Attach pertinent anecdotal materials, pictures, slides, recordings, and any specific comments on program from teachers, students, and others.

See evaluation portion (6b) of Colorado Department of Education Annual Evaluation Report.

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Development Programs for Underachievers

Title I programs recognize the high and positive correlation between economic deprivation and the lag in educational opportunity. With this verifiable statistical reality in mind, five Colorado school districts, including 1) Colorado Springs, El Paso County 11; 2) Aurora, Arapahoe County 28J; 3)Lamar, Prowers County Re-2; 4) Greeley, Weld County 6; and 5) Brighton, Adams 27J, conducted programs broad in size, scope, and quality. Their common approach to solving the educational problems of deprived children, while not unique, was professionally sound.

The principal focus for these five projects was in the direction of early childhood education, and by saturation in instructional and service areas. Their objectives covered three educational domains:

1. Cognitive;
2. Affective;
3. Psychomotor;

as well as provisions for services which include:

1. Health;
2. Food;
3. Cultural enrichment.

The following excerpt from the annual evaluation report of Greeley, Colorado, provides a view echoed in the remaining four projects:

> "In about one-third of the cases in which problems were identified, teachers indicated no significant progress was made. This was true particularly in multiple attitudinal and behavior problems where more deep-rooted psychological problems exist. It was easily apparent

that hard-core cases exist where several such attitudes and behavior problems were related in complex associations. As students grow older, their return to normal attitude and behavior obviously becomes more difficult. It is not difficult to identify potential problems at an early age in elementary school. The relationship of progress in achievement to psychological and social adjustments is also clearly evident. The services directed to the correction of a negative self-image and esteem, negative attitude toward school, low educational aspiration and expectation, emotional and social instability--all are correctly assessed as the main thrust of the Title I Program. Any services, instructional or otherwise, that will help solve these basic problems will result in better behavior patterns and achievement in school."

Some of the conclusions which may be made in analysis of a statistical summary are as follows:

1. All elementary schools showed the most significant progress in reading (48 percent of all Title I pupils showed such progress).

2. At the elementary level 42 percent showed progress in arithmetic, 36 percent in English, and 30 percent in other areas.

3. Improvement in English led the way in junior high school at 54 percent, followed by arithmetic at 45 percent.

4. Senior high school showed greatest improvement in English at 45 percent.

5. With regard to attitudes, most significant progress was made in the areas of improvement of aspirational level (21 percent) and of improvement of self-image (19 percent).

6. In behavior areas most improvement was made in increasing the attention span of pupils (29 percent).

7. Emotional and social instability also showed improvement in 19 percent of total Title I pupils.

8. Correction of absenteeism was greatest at high school, where 15 percent of all Title I pupils

showed substantial progress in attendance pattern behavior.

9. Though cases were less frequent, the intensity of adjustment problems was evident in the common characteristics of high school students who were identified as potential dropouts and as discipline problems.

"Special services are extremely important in these hard-core cases. The nurses played an important role, not only in alleviating problems of health and welfare, but in working with pupils and their parents in home visitations and in correcting some of these basic social and psychological problems. School principals attributed the 2 percent increase in total attendance largely to their efforts."

Profile No. 5

Project Title: TARGET: UNDERACHIEVER

Brief Description: (Highlight unique or outstanding features)

Corrective reading, designed to aid the pupil reading six months or more below potential.

Medical and dental treatment for the economically disadvantaged.

After school study centers to provide a place for pupils to study, receive teacher aid in specific areas, and an opportunity to check out books.

Summer outdoor education which offers art, crafts, instrumental music, reading, drama, nature study, science and overnight camping to economically deprived students.

Project Objectives: To aid the underachiever in target area schools by offering corrective reading, medical and dental aid, afterschool study centers, counseling, and outdoor education.

Project Dates: September 1, 1966, through August 31, 1967

Cost of Project: $138,460

Profile No. 5 (Cont.)

Cost per Child: $75.49

Number of Children Participating: (Indicate grade levels and public or non-public school enrollment)

Grade	Enrollment Public	Enrollment Parochial	Grade	Enrollment Public	Enrollment Parochial
1	24	9	7	227	19
2	55	13	8	181	21
3	79	16	9	197	
4	92	19	10	207	
5	169	21	11	105	
6	157	22	12	181	

Special Education: 20

TOTAL: 1694 140

Project Staff:

Administrator	1
Secretary	1
Remedial reading teachers	12
Speech correctionist	1
Librarians-study supervisors	13
Teacher aides	5
Reading consultant	1
Psychologist	1
Social worker	1
Nurse	1

Brief Description of Evaluation Techniques:

1. Use of objective standardized local and national tests.
2. Subjective evaluations by teachers and administrators.
3. Response from parents.
4. Follow-up on students as to their success or failure.

Evaluation Data and Results:

In what ways is this project effective?

1. The reading program, particularly at the elementary level, was most effective.

2. The afterschool study centers received praise from teachers and administrators. They are of particular value at the junior high and high school level.

Profile No.5 (Cont.)

3. The summer outdoor education program was effective in improving attitudes and developing cultural background.

What mixture of instructional activities and services has been found particularly effective in raising pupil attainment and achievement?

1. Medical vision treatment aided with reading problems.

2. Summer food services and camping experiences aided with cultural and attitude improvement.

3. Afterschool study centers were of invaluable aid to many junior and senior high school students.

4. Psychological services corrected many individual problems.

Would you recommend it for statewide dissemination?

The outdoor education is most effective and fairly unique. I would recommend it for adoption by other districts.

Attach pertinent anecdotal materials, pictures, slides, recordings, and any specific comments on program from teachers, students, and others.

1. Following are comments from teachers concerning the reading program:

"This program has been the best answer we have had so far to the problem of reading difficulties."

"The most rewarding result of the program to me has been the pleasure other teachers get in telling me that one of my students finally passed a test, or got a "B," or to have students come in excited over their great improvement. I have been delighted to have them tell me some of the teachers they had felt disliked them personally were really all right and should be treated better by students. Severely retarded readers can't be miraculously brought up to standard quickly, but an atmosphere of hope and improvement and

happiness helps both students and teachers, and steady but sure progress begins. I am sure students will need to be kept going on the track all through high school as these are not the most stable students."

"Some of the feeling of humiliation of being in a program for 'dumb' students is disappearing, and I've had them bring in friends to show them what a pleasant atmosphere we had and what fun things we do. The friends say enviously, 'I wish we could do these things,' and that makes us all glow."

"The most complimentary remark to this program is that every class watched the time, eked out every minute, and were highly incensed if they were interrupted even one minute by the early arrival of the next class!

"I had the older ones write notes stating whether they felt this had or had not helped them. One boy wrote, 'I have learned so much that helps me in other things too. I wish everyone could attend; I wish it could go on forever.'"

2. Following are comments from teachers concerning the afterschool study centers.

"A student told me one night, after he had worked on a term paper for two hours, 'Gee, I didn't know we had all these good sources in our library!' Genuine surprise showed in his voice. This is a step forward."

"Several of the students who came in regularly did not necessarily need a place to study every night because by midyear academic performance was satisfactory, but students had acquired the habit of coming into the library after school. I found some of the students had no parent waiting at home for them. They seemed to enjoy having a friendly chat toward the end of the period. Seemed to have an attention need and fulfilled this need."

"By selecting a novel for a history student (not mine), I had him coming to me continually

Profile No. 5 (Cont.)

during the year for advice on reading. He read at least one book per week. He had been failing, but by reading exciting novels about period, his class interest rose as did his grades. I understand he will get a "B" for the semester."

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Profile No. 6

Project Title: TITLE I ART PROGRAM--"THAT'S WHAT IT IS."

Brief Description:

A project was undertaken with an aim toward producing an interesting piece of sculpture. The purposes underlying this aim were: 1) to stress a group rather than an individual effort; 2) to give students experience in dealing with basic shapes and forms (proportion and design in the artistic sense); and 3) to offer the participants a realistic and tangible goal. A small group of intermediate grade students formed various parts of a sculptural design into a total whole, using papier-mache techniques. The individual parts of the final piece of sculpture were created by students working in pairs, and then assembling, reinforcing, and painting as a group.

Project Objectives:

The specific objectives for this project were: 1) to create a decorative piece of sculpture; 2) provide a group activity requiring cooperative effort; 3) provide students with a

Profile No. 6 (Cont.

meaningful framework in which to learn certain artistic skills; and 4) allow students to improve and broaden their sense of aesthetic appreciation.

Project Dates: May 15, 1967, through May 19, 1967

Cost of Project:

Art Media Specialist's salary:	$34.00
Materials*	3.00
Total Cost:	$37.00

* Balance of supply requirements were in the nature of scrap and miscellaneous materials provided by the Art Specialist.

Cost per Child: Eleven participants @ $3.36 each for one week of two forty-five-minute sessions per day.

Number of Children Participating: Eleven intermediate grade students in public school

Project Staff: One Art Media Specialist

Brief Description of Evaluation Techniques:

Evaluation of the week's activity was based on anecdotal records obtained by observing children as they worked on the project.

Evaluation Data and Results:

Students were unable to independently conceptualize, plan, and execute a unique sculptural design. As a result the Art Specialist formulated the basic design and then the students created the actual sculptural units and formed the final product. The most effective facet of the project was the cooperative effort of children who, in several instances, had rarely had much prior experience in group activity. The children were able to function as a group and retained their interest in the project for the full week of ten sessions.

The binding agent for the activity was the anticipated final sculptural product. The sculptural result was specifically planned for its durability, uniqueness, and potential use as an artistic decoration for a school. This was an intent that was very satisfying to the participating students. The end product was a visible example of their own efforts and a source of personal-group recognition.

Profile No.6 (Cont.)

Students in the intermediate grades at another target school were sufficiently impressed with the sculptural project to have spent two sessions executing a correlated painted background that accented the piece of sculpture.

The title, "That's What it Is" represents the group's response to numerous inquiries as to "What is it?" The participating group enjoyed responding to the question with "That's what it is." The situation that precipitated this response is obvious when the accompanying slides are viewed and the abstract quality of the sculpture noted.

This particular activity contributed to the improvement of student attitudes toward themselves, artistic endeavors, and school. These improvements contributed to increasing potential attainment levels. The absence of a failure element also improved the chances of student achievement in other areas by having increased their backlog of "successes."

The response of students, the experiences provided, and the opportunity for an acceptable form of recognition form a basis for recommending statewide dissemination of information regarding the activity. The specific end product is not vital to the activity and could be altered without significantly changing the nature of the week-long sequence.

The slides were taken at various stages of completing the sculptural piece, and reveal the nature of the activity and the product's final form. The slides could be narrated as follows: (RETURN OF SLIDES IS REQUESTED)

1. The group is constructing the various parts of the sculptural design, using papier-mache.

2. Students generally worked in pairs. This practice is common in papier-mache work, since objects are somewhat difficult to hold and laminate.

3. The individual parts of the sculpture were assembled onto a plywood base into which long bolts had been attached for supportive strength.

4. The group worked together assembling the final product.

5. Points of strain were reinforced with wire and papier-mache.

Profile No. 6 (Cont.)

6. The final product was an interesting abstract design. A second group of students provided the background that repeats the basic design and gives a certain depth to the creation.

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